Advantages & Limitations of Current Standard Academic Curriculum of Higher Education System

A Synopsis

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Supervised by

Prof. Dr. Manju Sharma

Submitted by

JV'n Ms. Arvinder Kaur

Department of Education and Methodology
Faculty of Education and Methodology
Jayoti Vidyapeeth Women's University
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INTRODUCTION

Plants are shaped by cultivation and humans by education'

Education is vital to the human resources development and empowerment in the stages of growth of a nation. In any education system, higher education encompassing Management, Engineering, Medicines etc., plays a major role in imparting knowledge, values, and developing skills and, in the process, increase the growth and productivity of the nation.

In many developed countries, a high proportion of the population (up to 50%), now enter higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy. College educated workers command a significant wage premium and are much less likely to become unemployed than less educated workers Whereas Academic standards provide a common set of expectations for what students will know and be able to do at the end of a grade. College and career ready standards are rooted in the knowledge and skills students need to succeed in post-secondary study or careers. The standards and benchmarks are important because they: 1) identify the knowledge and skills that all students must achieve by the end of a grade level or grade band; 2) help define the course credit requirements for graduation; and, 3) serve as a guide for the local adoption and design of curricula. Student mastery of the standards is measured through state and local assessments.

While academic standards establish desired learning outcomes, curriculum provides instructional programming designed to help students reach these outcomes. The term curriculum refers to the lessons and academic content taught in a school/college or

in a specific course or program. curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

Higher Education's standard academic curriculum is important because: -

- A college education will help to meet job requirements.
- University or college lets us, experience a rich cultural and social scene
- It creates a wider range of opportunities, and a more rewarding career.

Certain problems are also there which are a like: -

College is expensive. Most people do not have enough money to pay for their college education upfront, requiring them to take out loans. It gives degrees after completion of certain course but academic standard curriculum must be up to the mark otherwise the purpose of the higher education will not be fulfilled. So, to know whether our Current Standard Academic Curriculum of Higher Education is meeting the need of the students is very important.

Therefore, it is recommended to know the advantages and limitation of Current standard academic curriculum of Higher Education system through which we can find out whether our standard is meeting the need of the students and what are the limitation that our higher education system is still facing and how to resolve these with skill improvement and new reforms.

OBJECTIVES OF THE STUDY

- To study the Course-Structure of Private and Government Universities.
- To study the Skill based Education of Private and Government Universities.
- To study the Job-Opportunities of Private and Government Universities.
- To study the Rules and Regulations of Private and Government Universities.
- To study the impact of Standard Academic Curriculum for improving social attitude, cultural experience in Private and Government Universities.
- To study the Infrastructural Facilities of Private and Government Universities.

REVIEW OF LITERATURE

Stolarick (2014) reported that at least the 5th century CE, India has been home to institutions of Higher Education. When India achieved independence in 1947, it had 20 universities and 500 colleges. It now boasts one of the largest Higher Education systems in the world with over 42,000 institutions of higher learning. This paper identifies and discusses five different dimensions across which the Higher Education system in India can be considered.

Hoidn and Karkkainen (2014) found that Higher Education plays an important role in providing people with skills for innovation, but a number of important questions remain as to what kind of Higher Education teaching can be conducive to the strengthening of skills for innovation. Research, primarily from the field of medicine, shows that problem-based learning appears to be beneficial in fostering certain aspects of skills for innovation. The authors further concluded that the literature on direct teaching behaviors may help foster student learning in more traditional teaching settings.

Munshi and Guha (2014) reported that skill education should be framed as well as structured programme to satisfy needs and outcome based participatory learning which aims at increasing positive and adaptive behaviors among individual on different psycho-social skills.

Arokiasamy *et.al* (2014) reported that there is a considerable relationship between individual and organization factors and potential benefits of career advancement of academics and the individual and organizational factors play an important role in career advancement among academics. These predictors are family support, extraversion,

neuroticism, organizational support, conscientiousness, work-life balance, work experience, social network, flexi work and mentoring.

Jaiswal (2014) reported that In India there is a need of vocational education which enhances skill development as it is very low in percentage. He also stressed on the new policy and initiative taken by the government to increase the quality of vocational education and skill development in India.

Iqbal (2014) reported that B.Ed education system lacks ability to inculcate life skills through its traditional teaching-learning process. It was and is need of the time that educational programmes with appropriate learning environment are necessary for the development of skills.

Roy *et.al* (2014) identified the difference between students' and institutional overall aims, expectations, goals, outcomes, and purposes with regards to generic skills and dispositional outcomes of a bachelor's degree andconsensus as to what the goals of a bachelor's degree are in terms of generic skills or core competencies. He further concluded that student expectations for completing an undergraduate education tend to be very instrumental and personal, while Higher Education institutional aims and purposes of undergraduate education tend towards highly ideal lifeand society-changing consequences.

Kawswer (2014) investigated that how curriculum is understood in history as a discipline and how the faculty members engage themselves in its development. It also seeks answer of how faculty members' understandings of curriculum, and their teaching and research experience influence their curriculum development work. It also seems to be a barrier for developing curriculum as an Academic Plan that includes purposes, content,

sequence, learners, instructional resources, instructional processes, evaluation and adjustment. It also reveals that in a university with an autonomous status, faculty members' understandings of curriculum and experiences significantly influence the ways of their curriculum development work.

Soniand Patel(2014) highlighted that quality teaching initiatives are effective. Quality teaching has become an issue of importance as the landscape of Higher Education has been facing continuous changes: increased international competition, increasing social and geographical diversity of the student body, increasing demands of value for money, introduction of information technologies, etc. But quality teaching lacks a clear definition, because quality can be stakeholder relative. Quality teaching initiatives are very diverse both in nature and in function.

Kumar (2013) concluded that the most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. In the present context, education policies and strategies have to reckon with emerging challenges and opportunities that come from increasing globalization.

Gay (2013) reported that the attitudes and beliefs about ethnic, racial and cultural diversity shape instructional behaviours, they need to be more positive and constructive to produce better teaching and learning for culturally, racially and ethnically diverse students.

Oluwunmi et. all (2013) reported that facility efficiency is an integral part of the overall management of any organisation as the actualization of its goals and

objectives require the provision, maximum utilization and appropriate management of facilities.

Prasad and Jha (2013) found that among the entire services sector, the education sector particularly the Higher Education sector has direct bearing on society for its' growth and socio-economic growth of the country. The government at the Centre and state level, through, various regulatory bodies, monitors the functions of the Higher Education institutions with a view to ensure higher caliber is delivered. Yet the quality of Higher Education falls short of attaining the global level excellence.

Suhasini (2013) reported that in India, education needs to be more skill oriented both in terms of life s kills as well as livelihood skills. In absolute term, India has the manpower substantially to meet the global demand for labour, provided its education system can convert the numbers in to a skilled workforce with the needy skill diversity. Management of Indian Higher Education needs to build in greater decentralization, accountability, and professionalism. So, that it is able to deliver good quality education to all.

Phillips, *et.al* (2013) identified that focuses should be given on the strategic placement of service-learning in disciplinary curricula, and how curricular placement might support and enhance student learning and developmental outcomes. Further they concluded that curricular placement themes from the service-learning literature and reviews findings from a survey of two national service-learning electronic mailing lists about intentional decision making related to departmental curricular placement of service-learning.

Gundeti (2013) reported that the Higher Education sector has witnessed a tremendous increase in its institutional capacity in the years since independence. The study observes the fact that the women Gross Enrolment Ratio is very less. The study also evidently speaks the

truth that the challenges of Higher Education have been caused due to low college enrolment, employability crisis of unskilled labour and lack of flexibility of the education sector.

Tiwary, *et.al* (2013) identified that the last two decades had witnessed unprecedented growth in institutes of Higher Education primarily due to private sector participation. The private sector has contributed significantly in increasing the gross enrollment ratio (GER) from 10% in 2000 to 13.8% in 2010. The private sector is expected to provide useful contribution in achieving the target of 30% GER by 2020 set by government of India. Unemployability of graduates is a cause of concern. Proper regulatory framework supported by mutual trust and accountability is important for the establishment of vibrant global private Higher Education institutions which can ensure quality, access, and inclusiveness.

Tripathi and Kiran (2012) reported that government institutions had low level of satisfaction comprised to students of non-government universities because government universities faces the crises of infrastructural facilities whereas private universities keeps themselves well arranged with all types of modern and electronic equipment.

Tamilenthi et. all (2011) identified that mass education or for high number of students, educational technology has a place to satisfy the Teacher's requirements. Creating enthusiasm on using educational technology is necessary to decrease the drop-out and stagnation with the help of using educational technology may acquire fruitful self-learning can be improved through infrastructural facilities.

FICCI Higher Education Summit (2011) identified that the private sector has played an important role in the growth of the Higher Education sector, especially in

professional disciplines such as engineering and management. High potential demands for Higher Education and insufficient government spend on capacity creation are expected to result in a substantial infrastructure and investment deficit. In this backdrop, the role of the private sector has assumed increased significance with immense opportunity for private sector players. To enable greater private sector participation in Higher Education, the Government should consider simplifying the regulatory framework by rationalizing the number of regulators and providing more operational autonomy to private institutions, while keeping a check on quality and transparency.

Dougherty and Reddy (2011) identifies that over the past three decades, almost half of all states have implemented some form of performance funding in an effort to improve the performance of their postsecondary institutions in relation to better education.

Oliver (2011) reported that a collectively shared guiding vision for the curriculum provided a strong foundation for the comprehensive curriculum review process; Embracing curriculum as a shared responsibility among faculty and administration led to widespread participation; The collaboration of various groups within the institution in the process promoted organizational change; Cultural issues regarding people and organizational structure served as barriers to the collaboration process, simultaneously the curriculum team's sense of community strengthened the curriculum review process.

Welikala (2011) reported thatthere is a need to construct a broader perspective on the concept, which stretches beyond just curriculum content. Equally, thinking in the area must move away from a narrow focus on international students and provide international experiences to all university staff and students so that they will perform successfully (professionally, economically and socially) within diverse contexts.

Gudo and Olel (2011) reported that government should formulates policies regulating student admission to guarantee transferability of student grades across universities, acceptable diversity of students and exemption rules for admission in public and private universities simultaneously.

Krishnan (2011) stated that low quality of education in higher levels is increasingly becoming a cause of concern. Though lots has been written about the physical infrastructure required to increase the quality institutions, much research has not been done into the other aspects of business schools such as related to the course content, teaching learning process and the basic methodologies of lecture delivery and understanding of the student's needs.

Terrell and Warren (2010) reported that graduate students preparing to become college professors generally receive an extensive research foundation. This translates to less time devoted to preparation to teach, although teaching is one of the first responsibilities that new faculty members face. A valid argument against adding teaching preparation to a graduate program is that it may increase the amount of time to complete the degree. It was further reported that there is a need for training in pedagogy for those who teach in Higher Education.

Alam (2009) reported that private universities are more concern to carry the rules and regulation of the universities to earn reputation in the community. They are also attentive to develop co-curricular activities and the personalities of the students. They are doing bit well than that of government universities.

Thomson (2008) stated that Higher Education is increasingly recognized as playing a central role in human, social and economic development. Moreover, in contemporary

"knowledge societies" and in the face of pressures and changes from globalization, this role is increasingly important, yet ever more complex. HEIs serve as agents in development in multiple ways depending on their capabilities, objectives and the contexts in which they operate.

Groff and Mouza (2008) suggested that in the past policy makers have given different reasons for technology integration: challenges in teaching and learning, changes to the quality and content of teaching and learning, and student preparation for real world technology application. Teachers operate in an educational environment that is changing daily. There may be a need for individuals to bridge technology integration and the changing social environment.

Gauntlett (2007) reported that curriculum designers are expected to develop new programmes that feature increased use of formative assessment and feedback in addition to summative coursework. It is expected that by increasing formative assessment, students will be offered more support and more feedback to support their learning during the period of study.

Brenda *et.al* (2007) investigated that the current focus on teaching (and to a lesser extent learning) excellence is symptomatic of an ever-present contemporary desire to measure Higher Education performance by means of systematic criteria and standardised practices, wherein 'form' and 'process' predominate and the 'what' is in the background; arguably it is the 'what' that forms the essence of what is being valued and recognized as distinctive about Higher Education, and within that, what might constitute an excellent learning experience.

Proceedings of the 30th HERDSA Annual Conference (2007) identifies that 'Curriculum' is a term that has been given little currency, or at least little profile, in Higher Education. Either a limited 'content' focused use of the term is assumed, or the term is used as a vehicle for the discussion of critical issues in Higher Education e.g. 'inclusive

curriculum', 'learner-centered curriculum', 'internationalizing the curriculum'. However, the term, effectively employed, has considerable potential, both conceptually and practically. It could bring together: content focused discipline interests, learning and teaching improvement initiatives,

Hardy and Smith (2006) suggest that localised factors such as a participant's willingness to be a novice, their discipline background and their experience may impact on their successful participation in the Graduate Certificate in University Teaching and Learning. They also indicate that providing participants with time release from their usual work activities while they participated in the program would allow courses to be completed more quickly.

Barrett *et.al* (2006) identified that cognitive achievements can only be possible with the educational quality. For achieving social learning outcomes, assessment of progress in achieving quality is mainly restricted those cognitive learning outcomes that are easy to measure using pen and paper tests.

Agarwal (2006) concluded that despite, its impressive growth, Higher Education in India could maintain only a very small base of quality institutions at the top. Standards of the majority of the institutions are poor and declining. There are a large number of small and non-viable institutions. Entry to the small number of quality institutions is very competitive giving rise to high stake entrance tests and a flourishing private tuition industry. He discussed the feasible strategies to overcome this and make Higher Education affordable and accessible to all and adopts a systems approach for achieving policy coherence and multi-level coordination required to address genuine concerns in the Indian

METHODOLOGY

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques.

Research methods can be defined as "a systematic ad scientific procedure of data collection, compilation, analysis, interpretation, and implication pertaining to any business problem. In methodology chapter, we need to discuss the type of research according to the Quality parameters of Private and Government universities. The focus of the study is to look into the quality concern of Indian universities which includes private as well as government."

3.1 DATA COLLECTION

The study would be conducted through both primary and secondary data. As far as primary research is concerned on the specific issues in different universities regarding the Higher Education, information would be collected from different universities of– Jharkhand & Delhi. In addition, the relevant information would also be taken from standard norms of UGC and other standard counseling related to relevant different courses.

3.1.1 Primary Data

Primary data is being collected through a questionnaire, and personal interviewfrom the different private & government universities from Jharkhand & Delhi.

- Different Government and Private universities from Delhi with their course structure, skill based education, job-opportunities, social attitude & cultural experiences, rules and regulation, and infrastructure facilities.
- Different Government and Private universities from Jharkhand with theircourse structure, skill based education, job-opportunities, social attitude &cultural experiences, rules and regulation, and infrastructure facilities.
- Interview with HODs, Dean, Director, Registrar etc. of universities in Delhi
- Interview with HODs, Dean, Director, Registrar etc. of universities in Jharkhand.

3.1.1.1 Questionnaire Method

A structured questionnaire filled from the students would cover the research objects.As a research instrument, a series of questions and other prompts for the purpose of gathering information from respondents, a structured questionnaire is being used to conduct the study. Questionnaire will have its own advantages over these types of survey and often have the standardized answers that make it simple to compile data. Researcher will use Linkert Scale that is often used interchangeably with Rating Scale.

The Scale is named after its inventor, Psychologist RensisLinkert. Distinguished between a scale proper, which emerges from collective responses to a set of items (usually eight or more), and the format in which responses are scored along a range.When responding to a Likert item, respondents specify their level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements. Thus, the range captures the intensity of their feelings for a given item. A scale can be created as the simple sum of questionnaire responses over the full range of the scale. In so doing, Likert scaling assumes distances between each

item are equal. Importantly, "*All items are assumed to be replications of each other or in other words items are considered to be parallel instruments*".

A Likert item is simply a statement that the respondent is asked to evaluate by giving it a quantitative value on any kind of subjective or objective dimension, with level of agreement/disagreement being the dimension most commonly used. Well-designed Likert items exhibit both "symmetry" and "balance". Symmetry means that they contain equal numbers of positive and negative positions whose respective distances apart are bilaterally symmetric about the "neutral"/zero value (whether or not that value is presented as a candidate). Balance means that to the distance between each candidate value is the same, allowing for quantitative comparisons such as averaging to be valid across items containing more than two candidate values.

The format of a typical five-level Likert item, for example, could be:

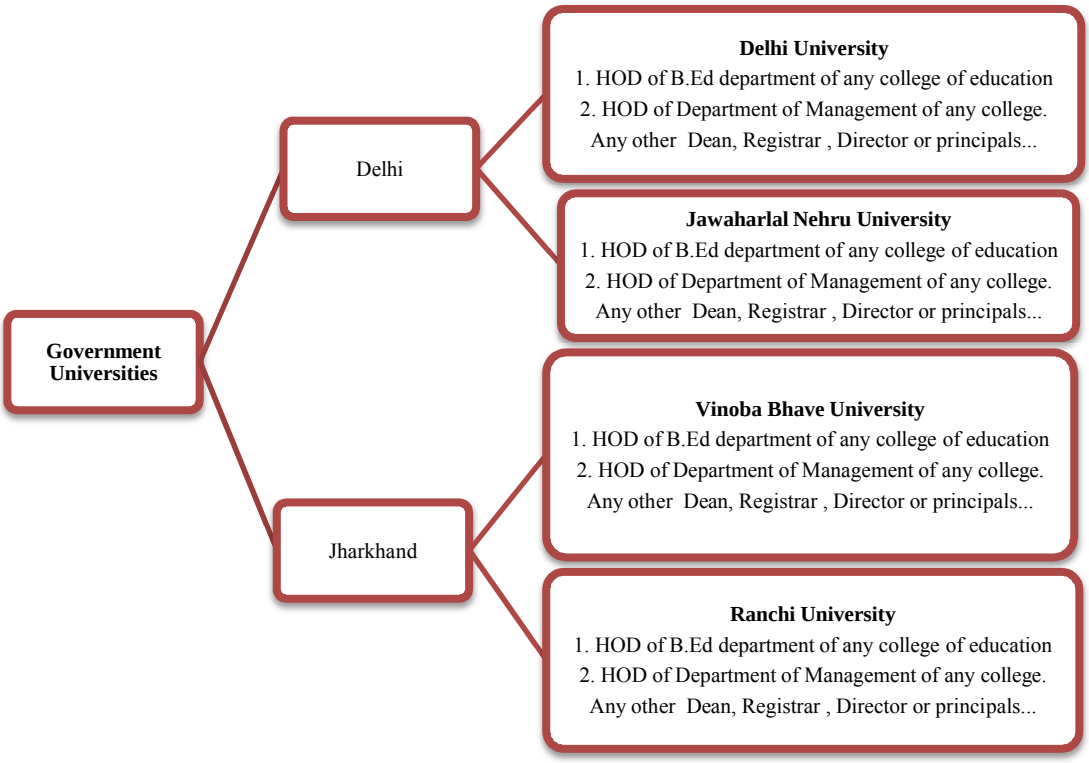
1. Strongly Agree
2. Agree
3. Disagree
4. Strongly disagree
5. Don’t Know

After the questionnaire is completed, each item may be analyzed separately or in some cases item responses may be summed to create a score for a group of items. Hence, Likert scales are often called summative scales.

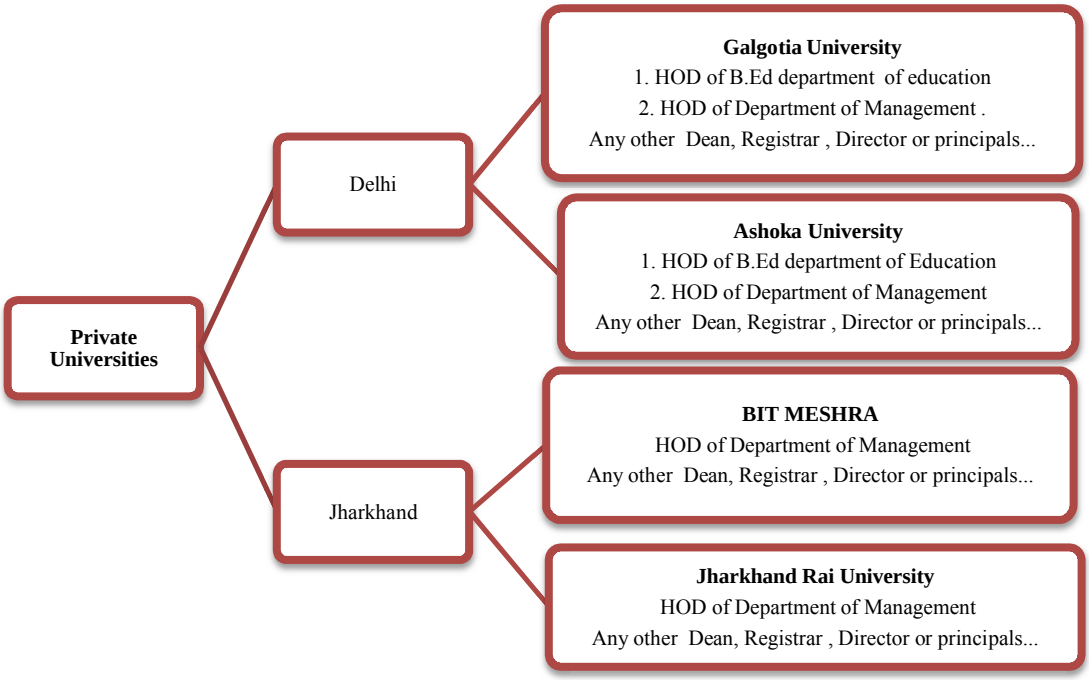
3.1.1.2 Direct Personal Interviews

Interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research. It can pursue in-depth information around the topic.

Personal interview surveys are used to probe the answers of the respondents and at the same time, to observe the behavior of the respondents. The purpose of conducting a personal interview survey is to explore the responses of the people to gather more and deeper information. People are more likely to readily answer live questions about the subject simply because they can actually see, touch, feel or even taste the thing. In this personal Interview will be taken as-


Government Universities
Delhi
Jharkhand
Delhi University
1. HOD of B.Ed department of any college of education
2. HOD of Department of Management of any college.
Any other Dean, Registrar , Director or principals...
Jawaharlal Nehru University
1. HOD of B.Ed department of any college of education
2. HOD of Department of Management of any college.
Any other Dean, Registrar , Director or principals...
Vinoba Bhave University
1. HOD of B.Ed department of any college of education
2. HOD of Department of Management of any college.
Any other Dean, Registrar , Director or principals...
Ranchi University
1. HOD of B.Ed department of any college of education
2. HOD of Department of Management of any college.
Any other Dean, Registrar , Director or principals...

Interviews from Government Universities of Delhi and Jharkhand


Private Universities
Delhi
Jharkhand
Galgotia University
1. HOD of B.Ed department of education
2. HOD of Department of Management .
Any other Dean, Registrar , Director or principals...
Ashoka University
1. HOD of B.Ed department of Education
2. HOD of Department of Management
Any other Dean, Registrar , Director or principals...
BIT MESHRA
HOD of Department of Management
Any other Dean, Registrar , Director or principals...
Jharkhand Rai University
HOD of Department of Management
Any other Dean, Registrar , Director or principals...

Interviews from Private Universities of Delhi and Jharkhand

Secondary Data

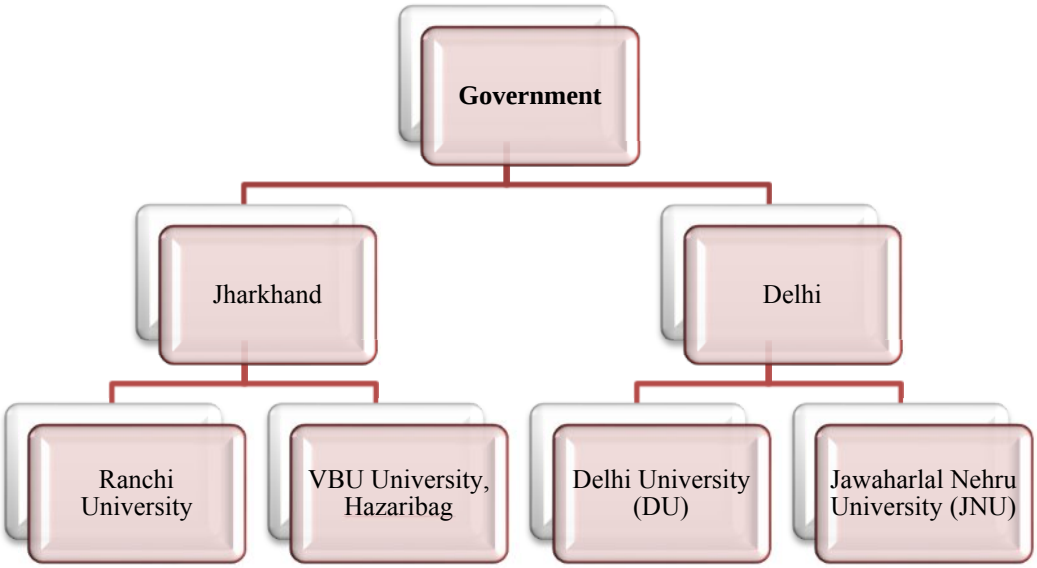
Information collected from digital medias like TV channels, News, Live Interviews, UGC Guides, magazines, newspapers, Books & other sources.

SAMPLING METHOD

Universitieshasbeen selected randomly throughout the Jharkhand and Delhi area. Two government universities from Jharkhand and two from Delhi & two private universities from Jharkhand & two from Delhi randomly were selected.

SAMPLE SIZE

Sample of 100 Students from each university will be taken,50fromB.EdCourse & 50 from MBA course.In private universities of Jharkhand i.e., Jharkhand Rai University & BIT Meshra,B.Edcourse is not there so will take the data from MBA students only.



Classification of Government Universities from Delhi and Jharkhand

Government

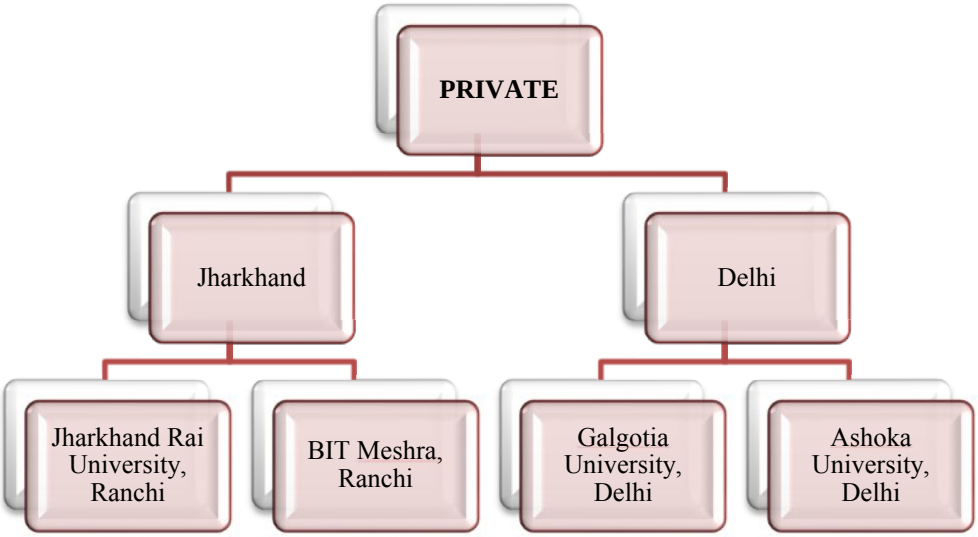
Jharkhand

- Vinoba Bhave University –100 Students (50 B.Ed Couse & 50 MBA course)
- Ranchi university - 100 Students (50 B.Ed Course & 50 MBA course)

Delhi

- Delhi University - 100 students (50 B.Ed Course & 50 MBA Course
- Jawaharlal Nehru University-100 students(50 B.Ed Course & 50 MBA Course)

Total Students from Government universities of Delhi & Jharkhand – 400



Classification of Private Universities from Delhi and Jharkhand

Private University

Jharkhand

- BIT MEHSRA - 50 Students from MBA (B.Ed course is not there)
- Jharkhand Rai University –50 students from MBA (B.Ed course is not there)

Delhi

- Ashoka University – 100 Students (50 B.Ed Course & 50 MBA course)
- Galgotia University - 100 Students (50 B.Ed Course & 50 MBA course)

Total Students from Private universities of Delhi & Jharkhand – 300

Total number of students of all Government and Private Universities will be – 700

SELECTION OF THE VARIABLES

Independent Variables

- Private & Government University

- Courses: B.Ed and MBA(Both are basic professional courses)
- Geographical Area: Delhi and Jharkhand

Dependent Variables

- Course-Structure
- Skill based education
- Job opportunities
- Rules and regulation
- Social attitude and cultural experiences
- Infrastructural facilities

HYPOTHESES OF THE STUDY

H1 There will be no significant difference between curriculum of Government and Private Universities.

H2 There will be no significance difference between skill based Higher Education of Government and Private Universities.

H3 There will be no significance difference between Job opportunities of Higher Education of Government and Private Universities.

H4 There will be no significance difference between rules and regulation of private and Government Universities.

H5 There will be no positive impact of Standard Academic Curriculum for improving social attitude, cultural experience in private and government Universities.

H6 There will be no significance difference between Infrastructural facilities of Higher Education of Government and Private Universities.

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